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ABSTRACT

This book is the result of a research project on the most important principles, structural features, and functionalities of higher education policies in 11 developed nations around the world. Reports on each nation, are based in large part on analysis of responses to a common questionnaire by national experts in each nation. An opening chapter, "Higher Education Policy in International Perspective: An Overview" (L. Goedegebuure, and others) explains the crucial concepts, theoretical notions, and structural characteristics that are featured in this study. The remaining chapters are on the following individual countries: Australia (L. Meek); United States--California (W. Fox); Denmark (P. Bache and P. Maassen); France (F. Kaiser and G. Neave); Germany (E. Frackmann and E. de Weert); Japan (A. Arimoto and E. de Weert); The Netherlands (L. Goedegebuure, F. Kaiser, P. Maassen and E. de Weert); Canada--Ontario (G. Jones); Sweden (G. Svanfeldt); Switzerland (K. Weber); and the United Kingdom (J. Brennan and T. Shah). The final chapter brings different strands together in an attempt to identify the major trends in higher education policy from an international perspective. The main trends and issues that emerge concern diversity; authority, governance and management; policy instruments; quality and accountability; and the state of transition. Contains an index. (Contains 182 references.) (JB)

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